

OAKWOOD—WINDSOR ELEMENTARY

3773 Charleston Highway
Aiken, SC 29801

GRADES K-5 Elementary School

ENROLLMENT 500 Students

PRINCIPAL Dr. Alice Sheehan 803-641-2560

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	56	6	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

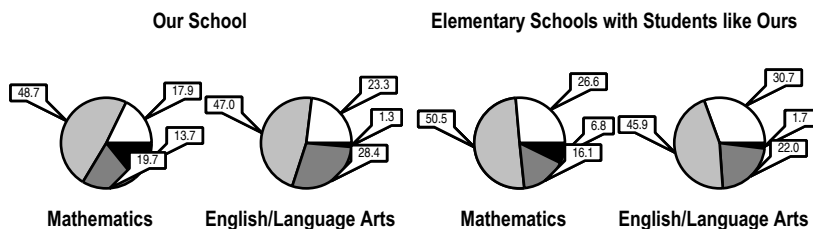
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	81	60
Percent satisfied with learning environment	100.0%	88.9%	89.7%
Percent satisfied with social and physical environment	85.7%	89.9%	74.6%
Percent satisfied with home-school relations	82.4%	91.3%	91.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	262	98.9	23.3	47.0	28.4	1.3	29.7	17.6
Gender								
Male	134	97.8	33.6	44.5	21.0	0.8	21.8	17.6
Female	128	100.0	12.4	49.6	36.3	1.8	38.1	17.6
Racial/Ethnic Group								
White	163	98.8	21.5	47.2	30.6	0.7	31.3	17.6
African-American	59	100.0	24.5	49.1	24.5	1.9	26.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	39	97.4	29.4	41.2	26.5	2.9	29.4	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	213	99.5	18.0	47.6	32.8	1.6	34.4	17.6
Disabled	49	95.9	46.5	44.2	9.3	N/A	9.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	262	98.9	23.3	47.0	28.4	1.3	29.7	17.6
English Proficiency								
Limited English proficient	12	91.7	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	250	99.2	22.3	46.9	29.5	1.3	30.8	17.6
Socio-Economic Status								
Subsidized meals	195	98.5	27.8	46.7	23.7	1.8	25.4	17.6
Full-pay meals	67	100.0	11.1	47.6	41.3	N/A	41.3	17.6

Mathematics								
All students	262	100.0	17.9	48.7	19.7	13.7	33.3	15.5
Gender								
Male	134	100.0	19.8	52.9	17.4	9.9	27.3	15.5
Female	128	100.0	15.9	44.2	22.1	17.7	39.8	15.5
Racial/Ethnic Group								
White	163	100.0	14.5	48.3	22.1	15.2	37.2	15.5
African-American	59	100.0	17.0	54.7	17.0	11.3	28.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	39	100.0	34.3	40.0	14.3	11.4	25.7	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	213	100.0	13.2	50.5	21.1	15.3	36.3	15.5
Disabled	49	100.0	38.6	40.9	13.6	6.8	20.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	262	100.0	17.9	48.7	19.7	13.7	33.3	15.5
English Proficiency								
Limited English proficient	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	250	100.0	16.0	49.3	20.4	14.2	34.7	15.5
Socio-Economic Status								
Subsidized meals	195	100.0	21.6	50.9	17.0	10.5	27.5	15.5
Full-pay meals	67	100.0	7.9	42.9	27.0	22.2	49.2	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	77	N/A	14.5	43.4	42.1	N/A	42.1
	Grade 4	88	N/A	18.2	56.8	25.0	N/A	25.0
	Grade 5	77	N/A	17.1	57.9	23.7	1.3	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	98.8	16.2	39.7	41.2	2.9	44.1
	Grade 4	86	97.7	20.7	48.8	29.3	1.2	30.5
	Grade 5	93	100.0	31.7	51.2	17.1	N/A	17.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	77	N/A	25.0	51.3	13.2	10.5	23.7
	Grade 4	88	N/A	17.0	45.5	20.5	17.0	37.5
	Grade 5	77	N/A	13.2	46.1	25.0	15.8	40.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	17.4	55.1	18.8	8.7	27.5
	Grade 4	86	100.0	13.3	41.0	24.1	21.7	45.8
	Grade 5	93	100.0	23.2	51.2	15.9	9.8	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 500)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Down from 4.3%	2.6%	2.4%
Attendance rate	94.6%	Down from 95.5%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.7%	Down from 20.6%	10.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.8%	Up from 8.5%	8.9%	8.0%
Older than usual for grade	2.0%	No change	1.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	42.1%	Up from 38.5%	43.9%	50.0%
Continuing contract teachers	86.8%	Down from 89.7%	84.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.2%	Down from 90.3%	86.0%	86.2%
Teacher attendance rate	97.2%	N/R	95.0%	95.3%
Average teacher salary	\$39,761	Down 0.8%	\$39,348	\$39,909
Prof. development days/teacher	6.4 days	Down from 7.9 days	12.0 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Up from 17.5 to 1	18.7 to 1	18.9 to 1
Prime instructional time	91.3%	N/R	89.6%	89.7%
Dollars spent per pupil*	\$5,906	Up 10.4%	\$6,042	\$5,892
Percent spent on teacher salaries*	72.4%	Up from 70.6%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Oakwood-Windsor Elementary is proud of its reputation as The Best Little School in the Country. Many families are moving into the area, and our enrollment has steadily increased. We are a Title One school, with 80% of our families receiving free or reduced-price lunch. Despite this, our test scores are good, and our students are outstanding academic achievers. We had no expulsions this year, and we operate in a safe, secure environment.

We strive to serve the needs of all our students. This year, we offered free breakfast to all students through our Universal Breakfast Program. We served over 500 students a nutritious breakfast every day. Through this program, we knew that our students had their nutritional needs met and did not start the school day hungry.

We have a full-time ESL Teacher on staff to meet the needs of our Hispanic parents and students. Moreover, our Guidance Counselor/Parent Educator maintains contact with families in crisis and assists them to find the resources needed to survive.

We believe that an early beginning is critical to a child's education. Therefore, we sought and were awarded a First Steps 4K Child Development Class, thus bringing the number of four-year-olds that we serve to 40. Our 5K students almost reached the 100 mark, with four classrooms filled with eager five-year-olds.

The curriculum of this school reaches out to all students. We have a part-time Teacher for our Gifted and Talented classes, as well as two full-time Special Education teachers. Our Violin Program has had another successful year, with close to twenty children from 5K to 4th grade participating. Our Clogging Teams had over sixty children on them, and they delighted parents as they performed for them during our annual Night of the Arts.

We anticipate the challenges of the 2003-2004 school year, and we look forward to celebrating the accomplishments of our outstanding students.

Alice Sheehan, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.